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ABSTRACT

Descriptive information is provided about students in the Houston Independent School District (HISD) (Texas) with limited English proficiency (LEP) and the educational programs designed to serve those students. In Fall 1996 the HISD identified 58,425 LEP students, of whom 94.9% reported Hispanic ethnicity. The remaining students reported over 60 different home languages. Of the total LEP students, 32,408 were served through bilingual education programs and 16,327 were served in ESL programs. Information is also provided about LEP student enrollment in the district's administrative divisions. Recommendations are made to improve and maintain student records to ensure the maximum allocation of state Bilingual Education funds and to recruit additional teachers to serve the increasing numbers of LEP students. An appendix shows LEP students by school. (Contains 1 figure and 10 tables.) (SLD)

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ED 428 171

RESEARCH

Report on an Educational Program

Department of Research and Accountability

The Identification of Students Classified as Limited English Proficient (LEP): 1996–97

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Executive Summary

The Identification of Students Classified as Limited English Proficient (LEP): 1996–97

Description

The Houston Independent School District (HISD) implements educational programs to address the educational needs of students classified as Limited English Proficient (LEP). The majority of these students are instructed in Bilingual Education programs. The remainder of these students receive instruction in English as a Second Language (ESL) programs.

The purpose of this report was to provide descriptive information about HISD students with limited English proficiency and the educational programs designed to serve those students. The following descriptive Multilingual Education characteristics were explored: identification and demographic characteristics; classification status and program placement of LEP students; and the number of students by their home language and country of origin. These variables were chosen in order to furnish program administrators with useful information that would assist them in their efforts to provide better services to LEP students. The following research questions were addressed in this report:

1. What was the number of Limited English Proficient students identified in the fall of 1996, and for the past six years?
2. What was the distribution of LEP students in 1996 by ethnicity, gender, and grade?
3. What was the number of LEP students instructed in Multilingual programs by grade level and administrative district?
4. What was the distribution of LEP students by Home Language in 1996–97 by grade level and administrative district?
5. What was the number of LEP students by country of origin for 1996–97 by ethnicity and administrative district?
6. What was the number of Bilingual and ESL teachers by administrative district?

Findings

- In the Fall of 1996, HISD identified 58,425 students with limited English proficiency; 94.9% reported Hispanic ethnicity.

- Of all LEP students, 32,408 were served in Bilingual Education, and 16,327 were served in ESL programs. Of the students who were not served by these programs, 2,079 were in All-English classes, 845 were taught by a non-qualified bilingual or ESL teacher, 1,571 were in special education classes, and 5,016 had a signed parent waiver.

- According to information from the Home Language Survey, 95.1% of the students residing in non-English speaking households identified Spanish as the primary language in their residence. Vietnamese was spoken in 1.9% of these students' homes. The remaining students reported over 60 different home

languages. More students with home languages including Chinese, Arabic, Urdu, Korean, Cambodian, French, and Russian, lived in the West and Southwest Administrative Districts than in any other district.

- Of the total LEP population, 55,470 were Hispanic students who were born in the United States or Mexico, as well as El Salvador, Honduras, Guatemala, Nicaragua and a variety of other countries. Most of the Asian students were born in the United States, Vietnam, Pakistan, or China.

- The Southwest and East Administrative Districts each recorded more than 8,000 LEP students residing in those districts, with more than 300 Bilingual Education or ESL teachers serving those students.

- Of the total LEP population, 12.1% of the students were enrolled in All-English classes and were ineligible for Bilingual Education State funds; many of those students had a signed parent waiver to attend All-English classes. In the Southeast Administrative District, 5.0% of the LEP students were instructed by non-qualified Bilingual Education or ESL teachers and were ineligible for State Bilingual Education funds.

Recommendations

1. Continue efforts to identify eligible LEP students and maintain accurate PEIMS files at the campus level to ensure the maximum allocation of State Bilingual Education funds.

2. Recruit additional Bilingual Education and ESL certified teachers to serve the increasing numbers of students with limited English proficiency who are entering Houston ISD in both elementary and secondary schools.

The Identification of Students Classified as Limited English Proficient (LEP): 1996–97

Purpose: *To describe students with Limited English Proficiency (LEP) in the Houston Independent School District (HISD) by demographic categories, educational status, program placement, home language, and country of origin.*

Design: *Descriptive*

Population, Sample: *HISD students in elementary, middle, and high schools who have been identified as Limited English Proficient.*

Methods: *The Fall 1996 Public Education Information Management System (PEIMS) data base provides the demographic and program in formation. The HISD School Administrative Student Information (SASI) data base provides other information, including the home language and country of origin.*

Findings: *There were 58,425 LEP students identified in fall 1996. Of those students, 32,409 were in Bilingual Education and 16,327 were in ESL classes, 2,079 were in All-English classes, 848 were taught by a non-qualified Bilingual or ESL teacher, 1,571 were in Special Education, and 5,016 had a parent waiver.*

Conclusions: *A majority of the LEP students received instruction in Bilingual Education or ESL classes. Parent waivers were requested for 8.5% of those students to receive instruction in the regular education program.*

Educational Implications: *Additional qualified teachers for Bilingual Education and English as a Second Language are needed to serve the increasing numbers of students who come to school speaking a language other than English.*

Introduction

The Houston Independent School District (HISD) implements educational programs aimed at accommodating the educational needs of Limited English Proficient students according to Senate Bill 1 legislative criteria. The vast majority of these students are instructed in Transitional Bilingual Education programs. In Transitional Bilingual Education programs, elementary school students are instructed in the native language while simultaneously introducing the English language until they acquire sufficient proficiency to function in a traditional classroom. In secondary schools, students receive instruction in English as a Second Language (ESL) programs. Students in ESL programs are instructed in English through specific methods, which consist of a combination of listening comprehension, speaking, writing, and reading strategies. In addition, HISD is pilot testing a dual-language program, which not only provides English language development for Spanish-speaking students, but it also provides Spanish language development for English-speaking students. This allows students who speak Spanish or English to learn from each other in the same classroom, using both Bilingual Education and ESL instruction techniques.

Purpose of the Evaluation Report

The purpose for reporting this data was to provide descriptive information about HISD students with limited English proficiency and the educational programs designed to serve those students. To accomplish this, the report identified LEP student distributions by demographic categories, educational status, program placement, home language, and country of origin. The number of Bilingual Education and ESL teachers was also reported. The Multilingual and Special Programs Department used the information to report accurate and consistent information to the schools and to the public. The following research questions were addressed in this report:

1. What was the number of Limited English Proficient students identified in the fall of 1996 and for the past six years?
2. What was the distribution of LEP students in 1996 by ethnicity, gender, and grade?
3. What was the number of LEP students instructed in Multilingual programs by grade level and administrative district?
4. What was the distribution of LEP students by Home Language in 1996–97 by grade level and administrative district?
5. What was the number of LEP students by country of origin for 1996–97 by ethnicity and administrative district?
6. What was the number of Bilingual and ESL teachers by administrative district?

Methods

Data Collection

The data used in this LEP student identification report were descriptive. Data were collected and maintained at each campus in HISD. Campus files were combined into the School Administrative Student Information (SASI) districtwide data base. In addition, the State of Texas requires schools to maintain specific information in the comprehensive Public Education Information Management System (PEIMS) data base. The Department of Research and Accountability used information from these data bases to present the number of HISD LEP students by ethnicity, gender, grade level, campus, and administrative district. Summary data comparing enrollment variables with total LEP students and the total enrollment of HISD were presented in this report. The enrollment figure of 209,723 and most of the demographic and program variables were taken from the Fall 1996 PEIMS database. Information concerning home language and country of origin were taken from the SASI data base. Data related to the teachers of Bilingual Education and ESL classes were taken from HISD personnel files.

The following Multilingual Education descriptive characteristics were explored: identification and demographic characteristics of LEP students; classification status and program placement of LEP students; and the number of students by home language and country of origin. These variables were chosen in order to furnish program administrators with useful information that would assist them in their efforts to provide better services to LEP students.

Definition of Variables

The variables used in this study are part of three data bases maintained by HISD. LEP student information was procured from the HISD fall 1996 PEIMS data base and the HISD School Administrative Student Information (SASI) data base. Data related to the number of Bilingual Education and ESL teachers was taken from the HISD personnel master file. The coding variables, which represent each variable classification, are presented in parentheses. Supplemental information was obtained from LEP identification tables and charts produced during previous school years.

- LEP status: These variable codes identify students as being classified as Limited English Proficient. The (Y) code represents LEP students receiving appropriate instruction. The (I) code identifies LEP students who are not receiving appropriate instruction. LEP students whose parents signed a waiver exempting them from bilingual instruction receive a (W) code.
- Program placement: These variable codes delineate the specific programming which serve LEP students. The (B) code specifies all components of bilingual instruction: Bilingual Education or Bilingual Transition classes. The (E) code represents LEP students receiving ESL instruction. The (M) code denotes LEP students who are served in self-contained Special Education classes. LEP students who do not receive appropriate instruction are coded either (H), All-English classes that do not utilize ESL instruction, or (Q), bilingual classes taught by a non-bilingually certified teacher.
- Home language: Information on the HISD SASI data base, which identifies the language that is used in each student's residence, was compiled from the Home Language Questionnaire. This report identified the ten languages spoken at home by the largest numbers of LEP students.
- Country of Origin: The HISD SASI data base contains information that identifies the country of origin of HISD students. This report identified the ten countries that were most frequently identified as the country of origin for LEP students.
- Bilingual Education/ESL Teacher: The HISD personnel master file contains information related to teachers and their teaching assignment. The Major Duty code identifies the assignment of Bilingual Education and ESL teachers as follows: Bilingual PK (091), Bilingual K (095), Bilingual Elementary (084), ESL Elementary (093, 094, 096), ESL Secondary (087), Special Education (083).

Participants

The student participants identified in this report represent all of the LEP students in HISD, as identified from the fall 1996 PEIMS data base. The home languages and countries of origin discerned in this report were gathered from the SASI data base during fall 1996.

Results

What was the number of Limited English Proficient students identified in the fall of 1996 and for the past six years?

This descriptive analysis of HISD students with limited English proficiency and the educational programs designed to serve them reflects three main components of the identification process: LEP demographics and classification, LEP status and program placement, and home language and country of origin of LEP students. The results also offer an examination of the districtwide changes in LEP membership over the past seven years as presented in **Figure 1**.

The total number of LEP students in HISD schools has continually increased over the past seven years. The number has climbed steadily from 37,512 in the fall of 1990 to 58,425 in the fall of 1996, an increase of 20,913 students as indicated in Figure 1. Over this time span, an average of 2,988 newly identified LEP students was enrolled per year.

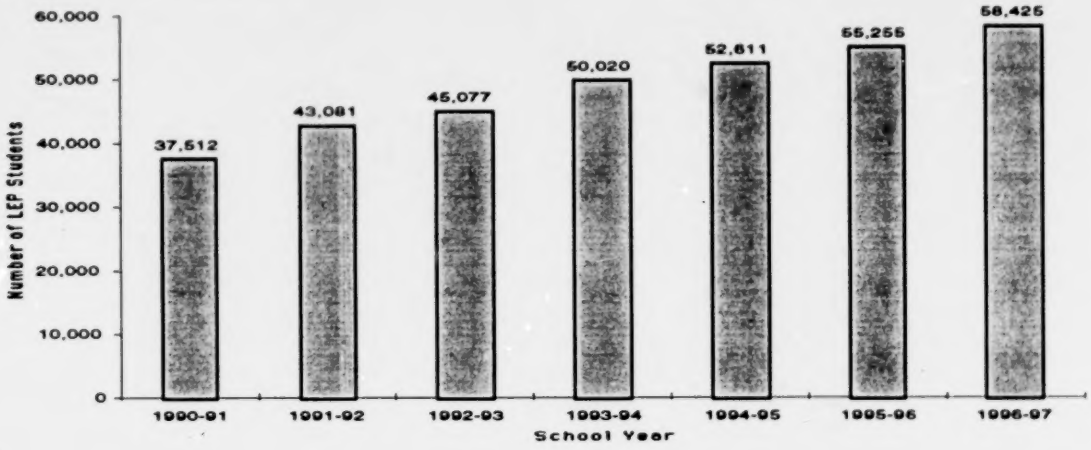

Figure 1: The number of students classified as LEP for seven consecutive years.

What was the distribution of LEP students in 1996 by ethnicity, gender, and grade?

Table 1 presents the number and percent of LEP students by ethnicity. According to LEP identification data gathered in the Fall, the largest group of LEP students was Hispanic at 94.9% of the LEP population. The Asian population was next largest at 3.5%. **Table 2** presents the number of LEP students by gender.

The number of LEP students by grade level is presented in **Figure 2**. The highest number of LEP students occurred in the first grade, then declined each year thereafter, except grade nine, which showed an increase.

What was the number of LEP students instructed in Multilingual programs by grade level and administrative district?

LEP status and program placement data were used to classify students as served or not served. Students classified as being appropriately served by the district included all students identified as LEP and enrolled in either Bilingual (YB) or ESL (YE) classes. The classification of non-served LEP students was denoted when LEP students obtained a non-served status because they were enrolled in either an All-English class (IH) or a bilingual class taught by a non-certified bilingual teacher (IQ). Other classifications included LEP students

Table 1: Number of LEP Students by Ethnicity, Fall 1996

Ethnicity	Number LEP	Percent of LEP
African Amer	443	0.8
Asian	2,069	3.5
Hispanic	55,470	94.9
Native Amer.	13	0.0
White	428	0.8
(Missing)	2	0.0
Total LEP	**58,425**	**100.0**

Table 2: Number of LEP Students by Gender, Fall 1996

Gender	Number LEP	Percent LEP
Male	30,456	52.1
Female	27,969	47.9
Total LEP	**58,425**	**100.0**

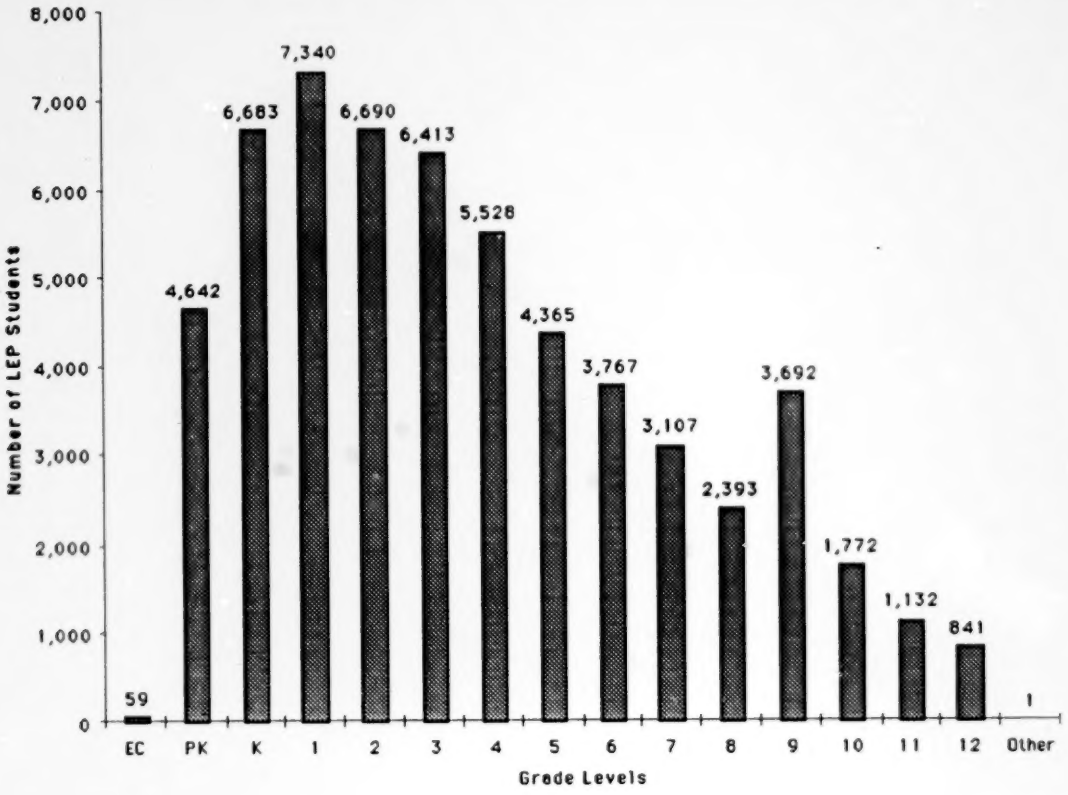

Figure 2: Distribution of LEP students by grade level, fall 1996 (N=58,425).

receiving Special Education (IM) and LEP students with parental waivers who were placed in All-English classes (WH). All other coding combinations of LEP status and placement were considered coding errors.

A summary of districtwide LEP classification data is presented in **Table 3**. Of the total LEP population, 55.5% were served in Bilingual Education programs, while 28.0% were served in ESL programs. LEP students represented 27.9% of the total district enrollment.

Table 3: Districtwide Number and Percent of LEP Students by Program Classification, Fall 1996

Program	Number of LEP Students	Percent of LEP	Percent of Enrollment*
Bilingual (YB)	32,408	55.5	15.5
ESL (YE)	16,327	27.9	7.8
All-English (IH)	2,079	3.6	1.0
Non-Certified Bilingual Teacher (IQ)	845	1.4	0.4
Self-Contained Special Ed. (IM)	1,571	2.7	0.7
All-English/Parent Waiver (WH)	5,016	8.6	2.4
Other	179	0.3	0.1
Total	**58,425**	**100.0**	**27.9**

* Total HISD Enrollment is 209,723

Table 4: Districtwide LEP Classification by Grade Level, Fall 1996

		LEP Served			LEP Non-Served					
Grade Level	HISD Enrollment	Bilingual Education (YB)	ESL (YE)	Total	All-English (IH)	Non Qualified Teacher (IQ)	Spec. Ed. (IM)	Parent Waiver (WH)	Code Errors	Total LEP
EC	791	7	0	7	2	0	49	0	1	59
PK	10,112	3,861	383	4,244	101	226	1	53	17	4,642
K	18,054	5,503	582	6,085	41	178	5	324	50	6,683
1	19,776	5,803	667	6,470	41	161	40	601	27	7,340
2	18,132	5,212	621	5,833	56	65	51	671	14	6,690
3	17,084	4,800	802	5,602	51	18	54	680	8	6,413
4	17,076	3,746	1,016	4,762	47	89	99	519	12	5,528
5	15,780	2,531	1,136	3,667	86	64	99	443	6	4,365
6	15,243	803	2,199	3,002	213	16	165	367	4	3,767
7	14,528	91	2,153	2,244	289	18	252	304	0	3,107
8	13,572	46	1,726	1,772	247	6	206	155	7	2,393
9	19,600	2	2,584	2,586	392	2	275	414	23	3,692
10	11,295	2	1,257	1,259	187	1	112	209	4	1,772
11	9,253	0	725	725	160	1	85	158	3	1,132
12	9,426	0	476	476	166	0	78	118	3	841
No Code	1	1	0	1	0	0	0	0	0	1
Total	**209,723**	**32,408**	**16,327**	**48,735**	**2,079**	**845**	**1,571**	**5,016**	**179**	**58,425**

Districtwide LEP classification data is organized by grade level in **Table 4**. In HISD, Bilingual Education was provided in elementary schools, while an ESL program was offered in secondary schools, although the Bilingual Education program in elementary schools included a combination of bilingual and ESL instruction. As expected, the number of Bilingual Education students in fall 1996 was highest in the elementary grades, while the number of ESL students was highest in secondary grades.

The results indicated that 58,425 LEP students were identified in the fall of 1996. Excluding coding errors, 32,408 LEP students were served in a Bilingual Education program and 16,327 LEP students received ESL instruction. A total of 48,735 LEP students were served in a Bilingual Education or ESL program, which was 83.5% of the total LEP population. Records also indicated that 845 students were instructed by non-certified bilingual or ESL teachers. Of the students who were not served in Bilingual Education or ESL classes, 7,095 LEP students (12%) were placed in All-English classes, 5,016 had a parent waiver and 2,079 did not have a parent waiver. Special Education programs were provided for 1,571 LEP students.

Table 5 presents the data by administrative district. More than 8,000 LEP students were recorded in both the Southwest and East Districts. The East District served the highest number of Bilingual Education students, while the Southwest District served the highest number of ESL students. A presentation of LEP classification data by campus and administrative district is in **Appendix A**.

Table 5: Districtwide LEP Classification by Administrative District, Fall 1996

District	Total LEP	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. Teach. (IQ)	Spec. Educa. Teach. (IM)	Parent Waiver (WH)	Coding Error
Southwest	8,701	4,963	2,729	140	141	161	561	6
East	8,297	5,414	1,566	433	6	224	643	11
N. Central	6,829	3,832	1,816	307	111	238	495	30
West	6,695	3,209	2,541	165	1	175	582	22
North	6,686	4,494	1,230	72	61	205	622	2
Southeast	6,685	3,658	1,708	193	335	149	642	0
S. Central	3,843	2,108	1,062	96	14	71	489	3
Northeast	3,115	1,452	1,043	279	49	114	170	8
Northwest	2,444	1,241	772	26	43	98	239	25
Central	2,413	1,203	820	26	0	45	315	4
South	2,145	827	751	193	53	54	205	62
Alternative	448	2	225	104	31	32	48	6
Charter	124	5	64	45	0	5	5	0
Total	**58,425**	**32,408**	**16,327**	**2,079**	**845**	**1,571**	**5,016**	**179**

Table 6 indicates the number of LEP students who were ineligible for State Bilingual Education funds based on their program placement. Excluding the Alternative District and Charter Schools, only the Southwest District recorded less than 10% of the LEP students in All-English classes. The percents ranged from 10% to 18% of LEP students placed in All-English classes; some students presented signed parent waivers, while others did not. Table 6 also indicates that schools in the Southeast District reported 5% of their LEP students instructed by teachers who were not certified to teach Bilingual Education.

Table 6: LEP Students Ineligible for Bilingual Education State Funds by Administrative District

District Name	Total LEP	All-English (IH)	Par. Waiv. All-Eng. (WH)	Sub-Total All-English	Percent All-English	Non-Qual. Teacher (IQ)	Percent Non-Qual. Teacher
Southwest	8,701	140	561	701	8.1	141	1.6
East	8,297	433	643	1,076	13.0	6	0.1
North Central	6,829	307	495	802	11.7	111	1.6
West	6,695	165	582	747	11.2	1	0.0
North	6,686	72	622	694	10.4	61	0.9
Southeast	6,685	193	642	835	12.5	335	5.0
South Central	3,843	96	489	585	15.2	14	0.4
Northeast	3,115	279	170	449	14.4	49	1.6
Northwest	2,444	26	239	265	10.8	43	1.8
Central	2,413	26	315	341	14.1	0	0.0
South	2,145	193	205	398	18.6	53	2.5
Alternative	448	104	48	152	33.9	31	6.9
Charter	124	45	5	50	40.3	0	0.0
Total	**58,425**	**2,079**	**5,016**	**7,095**	**12.1**	**845**	**1.4**

What was the distribution of LEP students by Home Language in 1996–97 by grade level and administrative district?

The students enrolled in HISD schools represent a diverse group of cultural backgrounds and linguistic experiences. There are approximately 60 different languages represented throughout the district. A districtwide summary of the most prevalent non-English languages organized by grade level is presented in **Table 7**.

The results revealed that 55,552 (95.1%) of the LEP students in HISD resided in homes in which Spanish was the primary language. Of the remaining students, 1,115 (1.9%) lived in homes where Vietnamese was spoken. Chinese, Arabic, Urdu, Korean, Cambodian, French, and Russian were other languages spoken by many HISD students at home.

The Texas Legislature Senate Bill 1, Section 29.053(c) specifies that "each district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level shall offer a bilingual education or special language program." In addition to Spanish and Vietnamese, the languages with 20 or more students in a grade level were Chinese, Arabic, and Korean. Given the unavailability of education materials and teachers fluent in such languages, these students were taught in ESL classrooms through ESL methodology.

Table 8 shows the distribution of non-English home languages by administrative district. The analysis shows that Chinese, Arabic, and Korean were more prevalent in the West and Southwest Administrative districts.

What was the number of LEP students by country of origin for 1996–97 by ethnicity and administrative district?

Table 9 provides additional insight by cross-referencing the country of origin with the ethnicity code. This reveals that the highest numbers of Asian students emigrated from Vietnam, Pakistan, and China. More than 60% of the Hispanic students listed the United States as their country of origin. Almost 30% of the Hispanic students emigrated from Mexico, with other students reporting El Salvador, Honduras, Guatemala, Nicaragua and Guadaloupe as their country of origin.

What was the number of Bilingual and ESL teachers by administrative district?

The number of Bilingual Education and ESL teachers serving LEP students in each administrative district is presented in **Table 10.** More teachers were in the Southwest and East Administrative Districts than in any of the other district; the same two districts reported the highest numbers of LEP students.

Recommendations

- Continue efforts to identify eligible LEP students and maintain accurate PEIMS files at the campus level to ensure the maximum allocation of State Bilingual Education funds.

- Recruit additional certified Bilingual Education and ESL teachers to serve the increasing numbers of students with limited English proficiency who are entering Houston ISD in both elementary and secondary schools.

Table 7: Distribution of LEP Students by Home Language and Grade Level, Fall 1996

Grade	Spanish	Vietnamese	Chinese	Arabic	Urdu	Korean	Cambodian	French	Russian	Other	Total
EC	55	0	0	0	0	0	0	0	0	4	59
PK	4,426	90	19	12	13	4	8	1	1	68	4,642
K	6,389	99	38	18	15	14	16	4	1	89	6,683
1	7,004	122	26	19	12	23	13	3	3	115	7,340
2	6335	148	23	17	10	17	17	6	3	114	6,690
3	6,109	110	25	12	17	19	12	3	5	101	6,413
4	5,324	71	17	20	8	6	6	1	3	72	5,528
5	4,183	70	4	8	11	5	6	4	4	70	4,365
6	3,603	78	8	6	4	2	6	6	0	54	3,767
7	2,943	65	2	8	5	2	6	4	2	70	3,107
8	2,257	60	2	7	1	1	1	2	3	59	2,393
9	3,500	69	8	13	2	3	1	4	4	88	3,692
10	1,628	60	6	7	4	1	0	1	4	61	1,772
11	1,031	37	9	4	1	1	2	3	0	44	1,132
12	764	36	1	4	1	2	0	1	0	32	841
Other	1	0	0	0	0	0	0	0	0	0	1
Total	**55,552**	**1,115**	**188**	**155**	**104**	**100**	**94**	**43**	**33**	**1,041**	**58,425**
% LEP	**95.1%**	**1.9%**	**0.3%**	**0.3%**	**0.2%**	**0.2%**	**0.2%**	**0.1%**	**0.1%**	**1.8%**	**100.0%**

Table 8: LEP Student Home Language Distribution by Administrative District, Fall 1996

District	Spanish	Vietnamese	Chinese	Arabic	Urdu	Korean	Cambodian	French	Russian	Other	Total
Northwest	2,361	33	1	1	3	1	10			34	2,444
Southeast	6,378	277	3				6	1		20	6,685
North	6,641	15	2	1	1	1	1			24	6,686
East	8,212	25	2		3	2	4			49	8,297
West	5,763	323	76	110	24	42	1	21	2	333	6,695
Central	2,245	35	25	5	2	21	1	6	2	71	2,413
Alternative	427	6	1	1		1				12	448
South Central	3,721	67	7	1		5	1	3		38	3,843
South	2,037	60		1		2	20			25	2,145
North Central	6,799	9				1	1			19	6,829
Southwest	7,773	250	70	35	71	24	49	12	29	388	8,701
Northeast	3,072	15	1							27	3,115
Charter	123									1	124
Total	**55,552**	**1,115**	**188**	**155**	**104**	**100**	**94**	**43**	**33**	**1,041**	**58,425**

Table 9: Districtwide Number of LEP Students by Ethnicity and Country of Origin

Country Name	Asian	African American	Hispanic	Native American	White	No Eth. Code	Total
United States	761	153	34,856	3	164		35,937
Mexico	7	35	16,335		7	1	16,385
El Salvador		3	1,976		1		1,980
Vietnam	701	1	7				709
Honduras	1	9	529		1		540
Guatemala		1	299				300
Pakistan	100	3	3		4		110
Nicaragua			106				106
China	118		1		1		120
Guadeloupe			85				85
Other	381	238	1,273	10	250	1	2,153
District Total	**2,069**	**443**	**55,470**	**13**	**428**	**2**	**58,425**

Table 10: Number of Bilingual Education and ESL Teachers by Administrative District

Administrative District	Bilingual PK (091)	Bilingual K (095)	Bilingual Elemen. (084)	ESL Elemen. (94,96,93)	ESL Secondary (087)	TOTAL
Northwest	7	11	36	46	6	106
Southeast	8	28	127	32	25	220
North	14	27	146	17	17	221
East	22	40	188	40	27	317
West	10	27	108	69	38	252
Central	6	10	54	45	11	126
Alternative	0	0	3	1	14	18
S. Central	8	16	59	58	11	152
South	3	3	26	59	4	95
N. Central	19	30	139	41	25	254
Southwest	17	35	166	99	28	345
Northeast	7	10	51	63	6	137
Charter	0	0	0	0	1	1
Total	**121**	**237**	**1,103**	**570**	**213**	**2,244**

Appendix A

LEP Classification by Campus within Administrative District

Alternative District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Community Serv	1	2	20	0	0	0	0	23
Crittenton Education Cen.	0	0	4	0	0	0	0	4
HSPVA	0	4	0	0	0	2	0	6
HS for Helath Professions	0	0	1	0	0	0	0	1
Sanchez, G.I.	0	5	4	0	0	5	0	14
CLC HS	0	8	9	0	0	1	0	18
Kay Ongoing HS	0	2	4	0	1	1	0	8
Harris Cnty Yth Vil	0	5	0	0	1	3	0	9
Houston Night HS	0	19	3	0	2	3	1	28
Jordan HS	0	46	15	0	12	9	2	84
HS for Law En. and Cr. Js.	0	0	0	0	0	3	0	3
Burnett Bayland	0	2	2	0	0	0	1	5
Harris Co. Juv. Det. Ctr.	0	13	0	0	0	0	0	13
Carter, H.P.	0	1	1	0	0	3	0	5
Rogers, T.H. MS	1	3	0	0	1	1	0	6
Terrell Alternative HS	0	0	0	0	0	1	0	1
Educ Enrch HS	0	11	2	0	1	2	0	16
Kay Ongoing MS	0	0	4	0	0	0	0	4
Terrell Alternative MS	0	6	3	0	1	1	0	11
Rusk (7)	0	0	0	31	1	1	0	33
Tech Prep College	0	12	1	0	0	0	0	13
Ripley Alt.	0	5	1	0	0	1	0	7
Belfort Alt. MS	0	8	2	0	1	0	0	11
Gulf Shores	0	1	0	0	0	0	0	1
LEAP (9-12)	0	9	1	0	0	3	0	13
Employment Cntr	0	20	6	0	4	5	0	35
CLC MS	0	2	3	0	0	1	0	6
Harper	0	4	0	0	6	0	0	10
Ninth Grd Skills Enh	0	9	1	0	0	0	0	10
Comm. Serv. ES	0	0	8	0	0	0	0	8
Rogers, T.H. ES	0	0	0	0	1	2	2	5
Houston Read Commiss	0	4	0	0	0	0	0	4
Centripet	0	1	0	0	0	0	0	1
Language Acquisition Transitional Program (LATP)	0	23	9	0	0	0	0	32
Total	**2**	**225**	**104**	**31**	**32**	**48**	**6**	**448**

Appendix A (continued)
LEP Classification by Campus within Administrative District

Central District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Lamar HS	0	313	3	0	26	73	0	415
Lanier MS	0	135	2	0	3	1	0	141
Lincoln MS	0	106	0	0	7	20	0	133
Rice (6-8)	3	9	0	0	0	3	0	15
Jones, J. Will ES	175	31	0	0	0	43	0	249
MacGregor ES	116	0	0	0	0	5	0	121
Poe ES	144	20	4	0	0	24	0	192
River Oaks ES	1	0	2	0	0	4	0	7
Roberts ES	6	49	1	0	0	14	2	72
Rogers, Will ES	106	12	0	0	1	11	2	132
Twain ES	76	21	0	0	1	8	0	106
West Univ. ES	0	23	2	0	1	7	0	33
Wharton ES	210	40	0	0	1	27	0	278
Wilson ES	212	16	4	0	3	34	0	269
Rice School	27	12	1	0	0	12	0	52
Greg/Linc. ES	127	33	7	0	2	29	0	198
Total	**1,203**	**820**	**26**	**0**	**45**	**315**	**4**	**2,413**

Charter Schools School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Williams MS	0	62	5	0	1	5	0	73
Highland Hts. ES	5	2	0	0	3	0	0	10
Osborne ES	0	0	4	0	0	0	0	4
Wesley ES	0	0	36	0	1	0	0	37
Total	**5**	**64**	**45**	**0**	**5**	**5**	**0**	**124**

Appendix A (continued)
LEP Classification by Campus within Administrative District

East District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Austin HS	1	516	188	0	78	36	5	824
Furr HS	0	136	144	0	26	16	1	323
Edison MS	2	340	11	1	47	32	0	433
Holland MS	9	86	9	0	5	26	2	137
Jackson MS	139	243	33	1	25	97	0	538
Chrysalis	25	0	0	0	0	3	1	29
Briscoe ES	350	1	0	0	0	38	0	389
Burnet ES	395	16	1	0	6	17	0	435
Clinton Park ES	1	1	0	0	0	0	0	2
DeZavala ES	321	51	0	1	7	21	0	401
Franklin ES	462	1	5	0	5	49	0	522
Harris, R.P. ES	367	13	4	0	3	12	0	399
Henderson, J.P. ES	465	38	0	0	0	61	0	564
Lantrip ES	408	11	1	1	3	30	0	454
Oak Forest ES	241	34	0	0	1	10	1	287
Pleasantville ES	0	0	2	0	2	3	1	8
Port Houston ES	156	25	0	0	1	27	0	209
Rusk ES	156	2	2	1	0	4	0	165
Whittier ES	189	10	0	0	1	31	0	231
Thompson ES	421	7	23	0	11	44	0	506
Cage ES	389	4	1	1	0	32	0	427
Gallegos ES	386	31	0	0	3	39	0	459
Carrillo ES	531	0	9	0	0	15	0	555
Total	**5,414**	**1,566**	**433**	**6**	**224**	**643**	**11**	**8,297**

Appendix A (continued)
LEP Classification by Campus within Administrative District

North District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Sam Houston HS	0	512	19	1	68	157	0	757
Burbank MS	175	258	11	0	33	16	0	493
Fonville MS	37	172	1	0	27	12	0	249
Henry MS	87	133	33	0	23	41	0	317
Barrick ES	344	0	0	39	0	16	0	399
Berry ES	373	2	0	0	0	16	0	391
Burbank ES	243	0	0	0	15	66	0	324
Lyons ES	317	0	0	20	6	36	0	379
Coop ES	342	1	1	0	5	42	0	391
DeChaumes ES	178	7	0	0	0	32	0	217
Durkee ES	282	15	1	0	3	50	0	351
Janowski ES	507	29	0	0	4	32	0	572
Northline ES	421	22	0	1	8	18	0	470
Roosevelt ES	118	26	0	0	6	27	0	177
Scarborough ES	370	0	1	0	4	41	0	416
Garcia ES	358	9	5	0	3	11	2	388
Herrera ES	342	44	0	0	0	9	0	395
Total	**4,494**	**1,230**	**72**	**61**	**205**	**622**	**2**	**6,686**

Appendix A (continued)
LEP Classification by Campus within Administrative District

North Central District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Davis HS	0	295	15	0	58	51	1	420
Reagan HS	0	420	4	0	35	19	0	478
Hamilton MS	0	178	45	0	7	22	0	252
Hogg MS	0	182	183	0	38	16	0	419
Marshall MS	0	281	53	0	45	33	1	413
Brock ES	94	31	0	0	6	5	2	138
Browning ES	281	40	0	0	0	23	23	367
Burrus ES	29	21	0	0	0	10	3	63
Crockett ES	238	10	0	0	0	4	0	252
Eighth Ave. ES	98	5	0	24	11	22	0	160
Field ES	181	46	0	0	9	39	0	275
Harvard ES	220	63	1	0	3	28	0	315
Helms ES	191	0	0	0	0	11	0	202
Jefferson ES	328	1	0	0	4	24	0	357
Lamar ES	198	0	0	0	4	18	0	220
Lee ES	127	13	3	0	0	2	0	145
Looscan ES	159	33	0	0	6	40	0	238
Love ES	203	3	0	0	0	10	0	216
Memorial ES	208	0	0	0	1	23	0	232
Milam ES	288	6	0	0	0	17	0	311
Ryan ES	88	0	0	76	2	18	0	184
Sherman ES	347	126	0	0	1	3	0	477
Stevenson ES	244	39	0	11	0	19	0	313
Travis ES	73	23	1	0	0	13	0	110
Martinez, C. ES	237	0	2	0	8	25	0	272
Total	**3,832**	**1,816**	**307**	**111**	**238**	**495**	**30**	**6,829**

Appendix A (continued)
LEP Classification by Campus within Administrative District

Northeast District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Kashmere HS	0	6	2	0	3	2	0	13
Wheatley HS	3	135	10	0	17	2	1	168
McReynolds MS	31	83	103	0	24	14	0	255
Smith MS	6	24	5	0	10	4	1	50
Fleming MS	0	28	25	0	8	3	0	64
Key MS	5	50	9	0	14	3	1	82
Atherton ES	0	30	0	0	0	0	1	31
Bowie ES	36	44	4	4	1	12	0	101
Bruce ES	68	18	50	13	16	1	0	166
Crawford ES	114	2	1	0	0	12	0	129
Dogan ES	22	76	0	0	0	0	0	98
Easter ES	65	27	0	0	1	4	0	97
Eliot ES	347	70	18	0	13	2	0	450
Henderson, N.Q. ES	0	9	2	0	0	8	0	19
Houston Gdns. ES	0	0	1	0	0	0	0	1
Isaacs ES	3	98	2	0	3	1	0	107
Jones, Anson ES	91	23	0	0	0	5	0	119
Langston Fam Cen	5	0	0	0	0	0	0	5
McDade ES	38	35	9	0	1	5	0	88
Pugh ES	43	13	3	32	0	19	0	110
Ross ES	1	48	0	0	0	7	0	56
Sanderson ES	0	45	0	0	0	5	0	50
Scott ES	33	93	4	0	0	28	0	158
Chatham ES	0	21	0	0	0	0	4	25
Smith, E.O. ES	9	1	21	0	1	0	0	32
Scroggins ES	247	7	1	0	0	29	0	284
Concord ES	0	0	4	0	1	0	0	5
Martinez, R. ES	285	57	5	0	1	4	0	352
Total	**1,452**	**1,043**	**279**	**49**	**114**	**170**	**8**	**3,115**

Appendix A
LEP Classification by Campus within Administrative District

Northwest District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Waltrip HS	0	124	2	0	15	23	6	170
Washington, B.T. HS	0	0	7	0	0	1	13	21
Scarborough HS	0	80	3	0	15	5	1	104
Black MS	0	99	1	0	32	11	1	144
Clifton MS	0	51	1	0	16	12	0	80
Allen ES	0	80	0	43	0	2	0	125
Durham ES	0	73	1	0	0	8	0	82
Garden Oaks ES	89	43	1	0	10	30	0	173
Hohl ES	124	22	4	0	4	10	1	165
Holden ES	221	0	0	0	2	20	2	245
Kennedy ES	54	53	1	0	1	26	0	135
Oak Forest ES	24	19	0	0	0	13	0	56
Sinclair ES	0	31	0	0	0	11	1	43
Smith, K. ES	180	21	4	0	0	15	0	220
Stevens ES	248	39	0	0	2	18	0	307
Wainwright ES	97	34	1	0	1	20	0	153
Benbrook ES	204	3	0	0	0	14	0	221
Total	**1,241**	**772**	**26**	**43**	**98**	**239**	**25**	**2,444**

Appendix A
LEP Classification by Campus within Administrative District

South District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Madison HS	0	80	37	0	15	2	0	134
Sterling HS	0	0	44	3	8	7	0	62
Worthing HS	0	1	3	0	4	2	1	11
Attucks MS	1	25	30	0	3	3	1	63
Woodson MS	0	12	3	0	0	3	0	18
Dowling MS	11	163	4	0	15	19	0	212
Thomas MS	0	24	2	1	1	0	0	28
Almeda ES	143	13	0	0	0	39	0	195
Bastian ES	5	83	0	0	1	2	0	91
Codwell ES	0	14	2	0	0	0	0	16
Carnegie ES	0	20	0	0	0	0	1	21
Fairchild ES	0	4	0	0	0	0	2	6
Frost ES	1	4	0	0	0	1	0	6
Grimes ES	0	6	0	0	0	0	2	8
Hobby ES	107	65	0	0	1	23	0	196
Mading ES	0	17	0	0	2	5	0	24
Montgomery ES	101	30	0	0	0	7	24	162
Reynolds ES	0	1	1	0	1	0	0	3
Sunny Side ES	6	14	16	1	0	0	1	38
Windsor Vill. ES	20	125	0	0	1	20	0	166
Grissom ES	198	7	50	48	1	43	3	350
Law ES	0	6	0	0	0	0	0	6
Mitchell ES	169	8	0	0	1	21	27	226
Petersen ES	65	29	1	0	0	8	0	103
Total	**827**	**751**	**193**	**53**	**54**	**205**	**62**	**2,145**

Appendix A (continued)
LEP Classification by Campus within Administrative District

South Central District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Jones HS	0	97	12	0	11	76	0	196
Yates HS	0	89	1	0	1	9	0	100
Cullen MS	1	39	3	0	4	10	1	58
Hartman MS	52	257	13	0	30	42	0	394
Ryan MS	0	29	31	0	0	1	0	61
Alcott ES	0	52	0	0	1	1	0	54
Blackshear ES	0	0	2	0	0	0	0	2
Brookline ES	858	2	0	0	0	188	1	1,049
Cornelius ES	314	11	0	0	1	50	0	376
Dodson ES	57	54	8	14	5	12	0	150
Douglass ES	0	0	6	0	2	0	0	8
Foster ES	0	26	0	0	0	0	0	26
Garden Villas ES	83	9	1	0	1	25	1	120
Golfcrest ES	382	93	0	0	2	15	0	492
Gregg ES	159	34	9	0	2	20	0	224
Hartsfield ES	0	51	0	0	1	7	0	59
Kelso ES	21	104	1	0	1	5	0	132
Lockhart ES	0	4	0	0	0	0	0	4
Peck ES	79	2	9	0	0	7	0	97
Thompson ES	1	24	0	0	6	2	0	33
Turner ES	0	27	0	0	1	0	0	28
Whidby ES	0	23	0	0	0	3	0	26
MacArthur ES	101	35	0	0	2	16	0	154
Total	**2,108**	**1,062**	**96**	**14**	**71**	**489**	**3**	**3,843**

Appendix A (continued)
LEP Classification by Campus within Administrative District

Southeast District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Milby HS	0	420	183	0	53	121	0	777
Deady MS	4	561	4	5	25	93	0	692
Stevenson	39	283	6	1	28	73	0	430
Bonner ES	532	21	0	0	13	8	0	574
Harris, J.R. ES	328	0	0	48	9	85	0	470
Lewis ES	327	39	0	44	0	41	0	451
Park Place ES	227	119	0	84	2	13	0	445
Patterson ES	84	84	0	31	4	21	0	224
Rucker ES	244	19	0	42	2	34	0	341
Southmayd ES	385	3	0	18	2	31	0	439
Sanchez ES	518	74	0	0	3	48	0	643
Crespo ES	539	72	0	0	4	28	0	643
Davila ES	431	13	0	62	4	46	0	556
Total	**3,658**	**1,708**	**193**	**335**	**149**	**642**	**0**	**6,685**

Appendix A (continued)
LEP Classification by Campus within Administrative District

Southwest District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Bellaire HS	0	261	2	0	12	41	0	316
Westbury HS	0	209	12	0	15	19	0	255
Johnston MS	0	98	3	0	0	19	0	120
Welch MS	1	61	0	0	7	52	0	121
Long MS	5	804	2	0	45	7	0	863
Pershing MS	21	183	3	0	1	20	0	228
Fondren MS	5	119	53	0	5	36	0	218
Anderson ES	438	146	0	62	3	15	0	664
Braeburn ES	903	12	0	0	2	32	3	952
Condit ES	86	32	14	0	5	19	0	156
Bertha Alyce ES	13	1	0	0	0	2	0	16
Cunningham ES	566	7	0	0	15	28	0	616
Elrod ES	91	88	0	5	0	51	0	235
Bell ES	120	37	11	17	1	14	0	200
Fondren ES	109	15	0	1	4	22	0	151
Gordon ES	223	69	1	33	5	3	0	334
Sugar Grove ES	46	2	3	0	0	0	0	51
Herod ES	66	56	8	0	10	14	1	155
Horn ES	0	27	0	0	0	6	0	33
Kolter ES	0	31	0	0	8	3	0	42
Longfellow ES	17	46	1	0	0	13	0	77
Lovett ES	0	1	6	0	0	0	0	7
Parker ES	0	59	0	0	1	16	0	76
Red ES	84	22	0	0	6	8	1	121
Shearn ES	314	24	3	0	0	10	0	351
Sutton ES	733	117	2	0	4	65	0	921
Foerster ES	58	54	0	22	2	10	0	146
Las Americas	83	0	0	0	0	0	0	83
Valley West ES	11	2	16	0	0	0	1	30
Benavidez ES	970	61	0	1	0	31	0	1,063
Milne ES	0	85	0	0	10	5	0	100
Total	**4,963**	**2,729**	**140**	**141**	**161**	**561**	**6**	**8,701**

Appendix A (continued)
LEP Classification by Campus within Administrative District

West District School Name	Bil. Ed. (YB)	ESL (YE)	All-Eng. (IH)	Non-Qual. (IQ)	Sp. Ed. (IM)	Par. Waiv. (WH)	Coding Error	Total LEP
Lee HS	0	892	60	0	50	189	0	1,191
Sharpstown HS	0	259	78	0	15	8	0	360
Revere MS	6	94	2	0	6	9	0	117
Grady MS	3	107	2	0	9	3	1	125
Sharpstown MS	0	427	5	0	45	4	0	481
Shadowbriar (6)	11	42	0	0	6	1	0	60
Bonham ES	336	54	0	0	1	51	0	442
Briargrove ES	17	38	0	0	0	16	1	72
Emerson ES	315	15	0	0	1	35	0	366
Neff ES	333	118	0	0	3	25	0	479
Pilgrim ES	558	31	0	0	6	23	19	637
Piney Point ES	515	41	0	0	6	41	0	603
McNamara ES	328	147	0	1	6	12	0	494
Walnut Bend ES	216	38	1	0	7	42	0	304
White ES	317	137	0	0	7	45	0	506
Ashford ES	101	15	0	0	0	20	0	136
Askew ES	109	22	1	0	0	34	0	166
Bush ES	0	47	0	0	4	21	1	73
Shadowbriar ES	9	9	0	0	3	0	0	21
KIPP Academy	35	8	16	0	0	3	0	62
Total	**3,209**	**2,541**	**165**	**1**	**175**	**582**	**22**	**6,695**